

Station direction cards – Renaissance lesson

Directions: Art and Architecture

1. Volunteer reads Introduction card to the team
2. At this station, team members will read and view placards from various Renaissance artists.
3. Each station member must discuss as a group discussion questions.
4. Each person will use their ISN to record each work of art, artist, techniques and responses from station discussion.
 1. Pay attention to artistic techniques, like perspective, and examples of art and architecture, like Florence Cathedral.
5. Contrast Renaissance with medieval art, and comment on the differences you observe.
 1. Discuss them with your team.
 2. Complete Venn diagram after discussion

Introduction—Art and Architecture

During the Renaissance, art experienced a rebirth of ancient techniques of art with the rediscovery of classical art from the Greeks, Romans and Byzantines. With the fall of Constantinople in 1453, many scholars and artists arrived in Italy and shared their knowledge and art with the rest of Europe, prompting huge changes in art and architecture. Renaissance art focuses on rationality (reason), balance, perspective, religious and secular themes, and humanism.

Directions: Political

1. Volunteer reads Introduction card to the team
2. Read Machiavelli's *The Prince*, then summarize the main idea of the passage.
3. Infer which big idea you think the passage supports: humanism or secularism, and explain why—using *The Prince* handout
4. Read about changes in statehood—use handout.
5. Debate the merits of Machiavelli with your team: Do you agree with Machiavelli's ideas? Which ones? Why, or why not?
6. You will need colored pencils

Introduction—Political

During the Renaissance, it was a very bloody time. Frequent wars erupted between wealthy Italian families who controlled city-states. The Church became corrupt. Many political leaders, kings, queens, nobles challenged the Church's authority over them. These rulers reasoned that they could do whatever was necessary for survival and to control their country; they believed "the ends justified the means." Some believe it was better to be feared, than loved! Many ruled brutally to maintain control of their lands.

Directions: Economic

1. Volunteer reads Introduction card to the team
2. Read the background information on the economic influences and impacts of the Renaissance.
3. Using the KID strategy, your team will examine the concept of patronage.
4. Everyone will get "KID GO: Patronage" handout
5. Work as a team to complete handout.

Introduction—Economic

The Renaissance was a time of economic prosperity for Italy and much of Europe. Italian city-states of Venice, Rome and Florence were very wealthy and powerful. Florence was the greatest of the three. To acquire status and recognition, wealthy families would patronize the arts by paying an artist to create great works of art. From portraits to religious imagery to Greek heroes, these families showed off their wealth with Renaissance art. This was also a time for greater urbanization, as trade increased with luxury goods. The wealth from trade made Renaissance art possible.

Directions: Intellectual/Religious

1. Volunteer reads Introduction card to the team
2. Read the background information on the Intellectual/Religious differences from medieval and Renaissance thinkers
3. Using the Frayer model, your team will examine the concept of Censorship.
4. Individually, complete Frayer model handout
5. Describe how censorship affect the Renaissance, and how were writers and scientists able to spread their ideas?

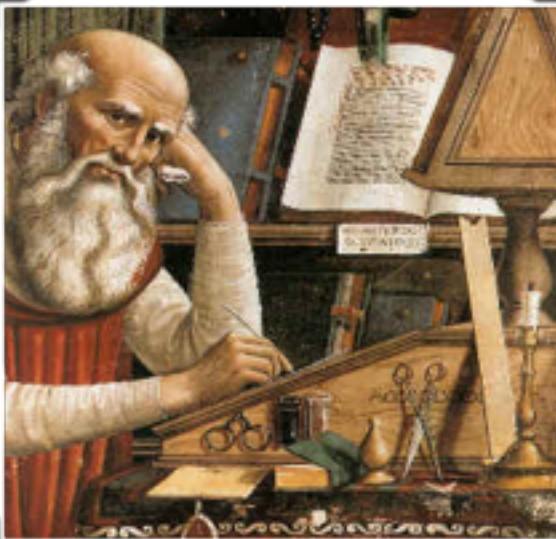
Introduction—Intellectual/Religious

Renaissance saw a diverse exchange of ideas. Copernicus supported a heliocentric model of the universe, while Galileo observed the rotation of the Earth, Jupiter's moon, and sun spots. Erasmus challenged the Church's authority. The Gutenberg Press was the first movable print press in Europe. It meant writers and scientists could spread their ideas fast. The Church reacted to scientific observations and theories with the Inquisition to try and condemn scientists and thinkers who did recognize Church authority and theology.

Printing Press

The technological innovation of the Renaissance era began with the invention of the printing press. Although the printing press, a mechanical device for printing multiple copies of a text on sheets of paper, was first invented in China, it was reinvented in the West by a German goldsmith and eventual printer, Johann Gutenberg, in the 1450s. Prior to the invention of the printing press, books in Europe were *hand copied mainly in monasteries*, or (from the 13th century) in commercial scriptoria, where *monks wrote them out by hand* (expensive). Accordingly, books were a scarce resource. While it might take someone a year or more to hand copy a Bible, with the Gutenberg press it was possible to create several hundred copies a year. The impact of printing is comparable to the development of language, and the invention of the alphabet, as far as its effects on the society. They also led to the establishment of a community of scientists (previously scientists were mostly isolated) who could easily communicate their discoveries, bringing on the scientific revolution. Also, although early texts were printed in Latin, books were soon produced in common European vernacular, leading to the decline of the Latin language. It can also be argued that printing changed the way Europeans thought. In the sciences, the introduction of the printing press marked a move from the medieval language of metaphors to the adoption of the *scientific method*.

-Eras of Elegance <http://www.erasofelegance.com/history/renaissancescience.html>



Middle Ages

- Written by monks living in monasteries
- Expensive
- Written in Latin
- Church could censor and control ideas published
- Books were rare

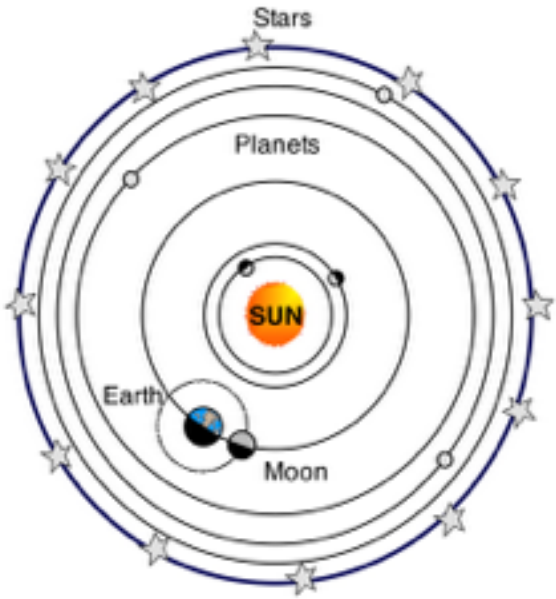
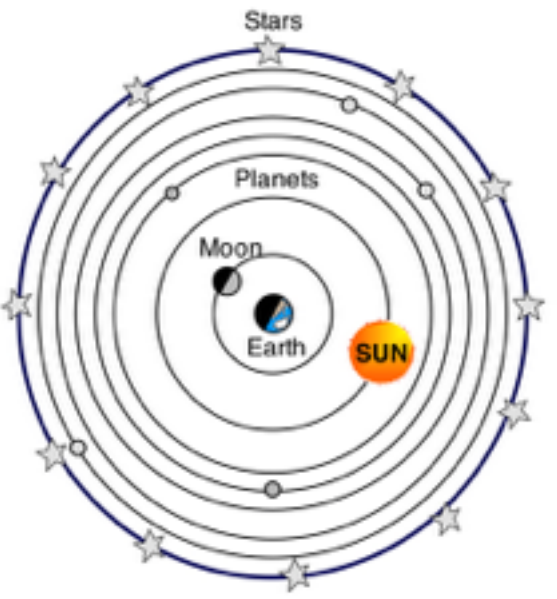


Renaissance

- Printed by Press—movable type
- Cheap, especially when printed on paper
- Written in the vernacular
- Church could not contain the ideas spread by the printing press
- Books became common

Scientific Observation

Galileo Galilei, an Italian physicist, astronomer, and philosopher, made significant improvements to the telescope, as well developed a variety of astronomical observations, the first law of motion, the second law of motion. He has been referred to as the "father of modern astronomy." Nicolaus Copernicus keenly observed that the Sun appeared to be at rest in the center of the universe. His observations were later developed and published as "On the Revolutions of the Heavenly Spheres" and commonly known as Copernican Theory. The book marks the beginning of the shift away from a geocentric (and anthropocentric) universe with the Earth at its center. Copernicus held that the Earth is another planet revolving around the fixed sun once a year, and turning on its axis once a day. He arrived at the correct order of the known planets and explained the precession of the equinoxes correctly by a slow change in the position of the Earth's rotational axis. He also gave a clear account of the cause of the seasons: that the Earth's axis is not perpendicular to the plane of its orbit. The Church sent the Inquisition to find Galileo. He was arrested, tried and sentenced to house arrest because of his support for the heliocentric theory. The Inquisition hunted and tried people who were accused of heresy. Heresy are beliefs or opinions that do not conform or agree with Church law and decree.

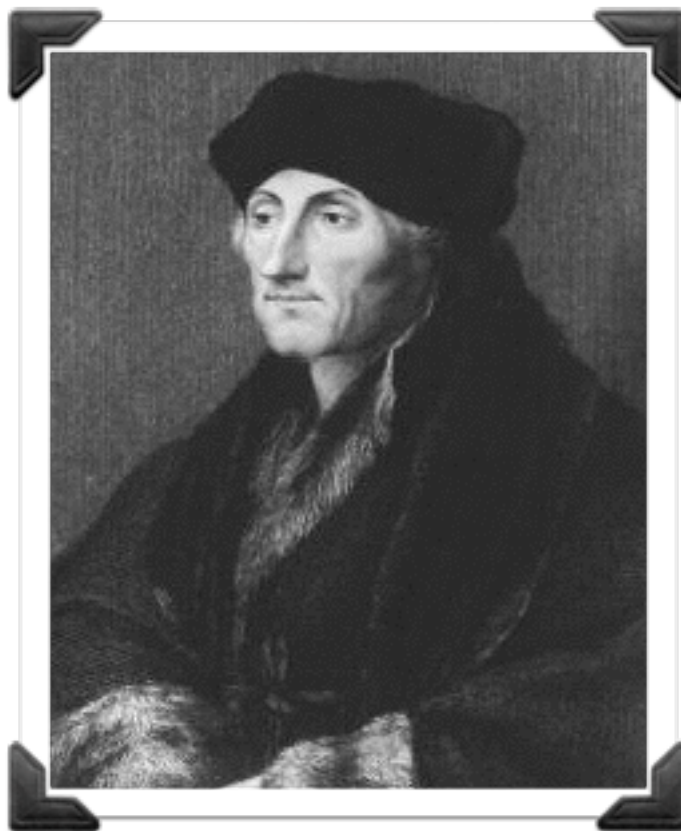
	
<p style="text-align: center;">HELIOCENTRIC</p> <ul style="list-style-type: none"> • Sun is at the center of universe • Earth revolves around the Sun • Earth rotations on an axis, which also wobbles itself • Earth is in constant motion, so are the other celestial bodies • Church rejected theory 	<p style="text-align: center;">GEOCENTRIC</p> <ul style="list-style-type: none"> • Earth is at the center of universe • Sun revolves around Earth • Earth does not move, all other celestial bodies move around the Earth • Church approved theory

Literature

“Perhaps it would be wise to pass over the theologians (priests, monks) in silence. That short-tempered and supercilious crew is unpleasant to deal with. . . . They will proclaim me a heretic. With this thunderbolt they terrify the people they don't like. Their opinion of themselves is so great that they behave as if they were already in heaven; they look down pityingly on other men as so many worms. A wall of imposing definitions, conclusions, corollaries, and explicit and implicit propositions protects them. They are full of big words and newly-invented terms...” - In Praise of Folly by Erasmus

Erasmus was a Dutch humanist and writer who questioned the authority and power of the Church. He wanted to impartially reform the Church. The passage above makes use of satire to point out how the Church members like priests and monks believed themselves superior to the common person. They used academics and their education in a way to control the public, avoid criticism, and exaggerate their importance.

Other writers celebrate humanity, individuality, worldly topics, and secular stories, while writing in the vernacular—which made reading assessable to the common person.



Handout (distribute a copy to each team member at Station: Intellectual/Religious)

IR
H

Name: _____ Date: _____

Printing Press

In a paragraph explain the two ways of creating books, how they are made, and the advantages and disadvantages of both.

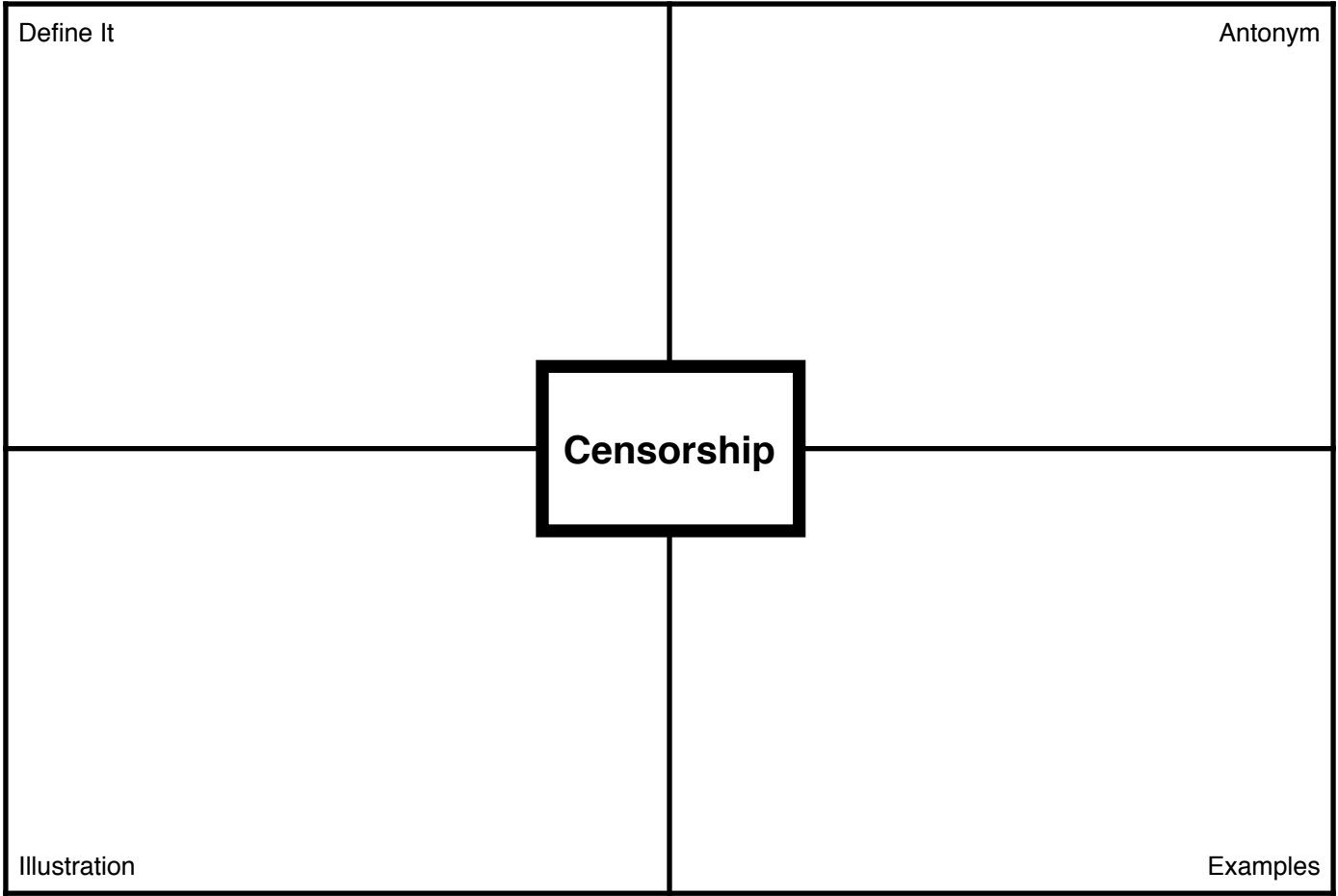
Scientific Observation

In a paragraph, summarize the two major theories of the universe. Explain who supported each, and who rejected each. State how the Church Inquisition was involved in scientific affairs.

Literature

In a paragraph, state the role Renaissance writers had on the intellectual change of society.

On the back of this handout complete the Frayer model on CENSORSHIP. Discuss as a team how to complete it.



How censorship affect the Renaissance and how were writers and scientists able to spread their ideas?

Background (take turns reading each paragraph)

Cities grew and prospered during the Renaissance and rulers learned to tax the people. Trade grew between cities/states and other countries. As trade in goods increased, trade in ideas grew also. Italian cities became important as trade centers and as commercial centers. This wealth helped sustain the political and social changes that were occurring at the time.

Rivers were the easiest way to move goods so towns along the rivers grew as important trade centers also. The Danube, Rhone and Rhine rivers all became important trade routes and the towns along their banks grew. The importance of the economic and political relationship between the landowners and their tenants diminished as trade in other areas grew.

Florence became a wealthy city in spite of its inland location away from the major trade routes. Family fortunes were made in Florence in banking and industry. Florence became the banking center of Italy during the 14th century. During the 15th century, the Medici bank began opening branches in major cities in Europe. In addition to loaning money, they operated mines, mills and other commercial activities. The Medici bank, owned by Cosimo de Medici accumulated huge profits and used those profits to finance cultural activities as well as political activities. (accessed and adapted from http://www.all-about-renaissance-faires.com/renaissance_info/economic_social_and_religious_change_in_the_renaissance.htm)

The increase in trade meant that cities grew in size as more jobs became available. This also meant that ruling families like the Borgia or the Medici could tax the trade.

Patronage became a way the rich could flaunt their wealth before the public. New wealth meant families used it to patronize the arts. Rich individuals would use their money to hire a famous artist, like Michelangelo, to create beautiful sculptures or frescos. This would show the world that their family was wealthy enough to buy great art. Art became a symbol for power, wealth, and prestige. The Roman Catholic Church was the biggest patron of Renaissance art.

Italy was not a unified nation, it was divided into competitive, and often warring, city-states ruled by powerful families. These families acquired loyalty from the popular classes (common people), or they did not. Everyone had an opinion about the ruling family in their city, for better or worse. These city-states greatly benefited from trade moving from China and India to the Arabia to Italy, and then finally to the rest of Europe. Therefore, Italian city-states (Florence, Venice, Rome, Milan) became known as the “middleman.” These cities did not take in all the trade and imports brought in from the East, but rather the Italians used these imports to trade it off with other European nations making a VERY GOOD profit. This is how they got rich! Trade with the Arabs, to later trade with northern Europe at a higher price!



Directions: Pick someone to read aloud a paragraph, then switch until finished; discuss what the main idea of the document. Define and discuss vocabulary (get a dictionary) on a separate sheet of paper.

Nicolo Machiavelli's The Prince

Upon this a question arises: whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, it is much safer to be feared than loved, when, of the two, either must be dispensed with. Because this is to be asserted in general of men, that they are ungrateful, fickle, false, cowardly, covetous, and as long as you succeed they are yours entirely; they will offer you their blood, property, life, and children, as is said above, when the need is far distant; but when it approaches they turn against you. And that prince who, relying entirely on their promises, has neglected other precautions, is ruined; because friendships that are obtained by payments, and not by greatness or nobility of mind, may indeed be earned, but they are not secured, and in time of need cannot be relied upon; and men have less scruple in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which, owing to the baseness of men, is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails.

Nevertheless a prince ought to inspire fear in such a way that, if he does not win love, he avoids hatred; because he can endure very well being feared whilst he is not hated, which will always be as long as he abstains [keeps away] from the property of his subjects and from their women.

But when it is necessary for him to proceed against the life of someone, he must do it on proper justification and for manifest cause, but above all things he must keep his hands off the property of others, because men more quickly forget the death of their father than the loss of their property. Besides, pretexts for taking away the property are never wanting; for he who has once begun to live by robbery will always find pretexts for seizing what belongs to others; but reasons for taking life, on the contrary, are more difficult to find and sooner lapse. But when a prince is with his army, and has under control a multitude of soldiers, then it is quite necessary for him to disregard the reputation of cruelty, for without it he would never hold his army united or disposed to its duties.

Returning to the question of being feared or loved, I come to the conclusion that, men loving according to their own will and fearing according to that of the prince, a wise prince should establish himself on that which is in his own control and not in that of others; he must endeavor only to avoid hatred, as is noted. – Translated by W.K. Marriot

Accessed from <http://www.fordham.edu/halsall/basis/machiavelli-prince.asp>

Machiavelli and other thinkers suggested the presence of a permanent army, taxes, and ambassadors.

First Ambassadors

Italians used ambassadors to increase communication between rulers. Rulers would exchange ambassadors. Larger nations adopted the practice of using ambassadors to discuss matter of importance.




Today

Today, the USA has 75 ambassadors. Nations like Cuba, Iran, North Korea do not have a US ambassador. They represent the US and help pass message from the nation they are resided.

What qualifications do you think an ambassador representing their nation in a foreign land will need to have?

Discuss with your team.

K	KEY WORD / CONCEPT
I	IMPORTANT INFORMATION
D	DRAWING
S	SENTENCE

K	FEUDALISM
I	<p>How did feudalism work during the Middle Ages?</p> <ul style="list-style-type: none"> • Kings gave land titles to nobles, exchange for military service • Nobles owned the land and had peasants (or serfs) who worked the land • Peasants farmed for themselves and the noble • Noble protected and administered justice for peasants
D	
S	Feudalism was a system of protection by knights, and service by peasants.

K	Patronage
I	
D	
S	

The Prince (each team member receives this handout)

Author: _____

Periodization:

Main ideas, or Theme: Identify the main ideas of Machiavelli's passage.

Describe what kind of ruler you believe Machiavelli would make.

Depict Machiavelli's political philosophy in an illustration (use color):

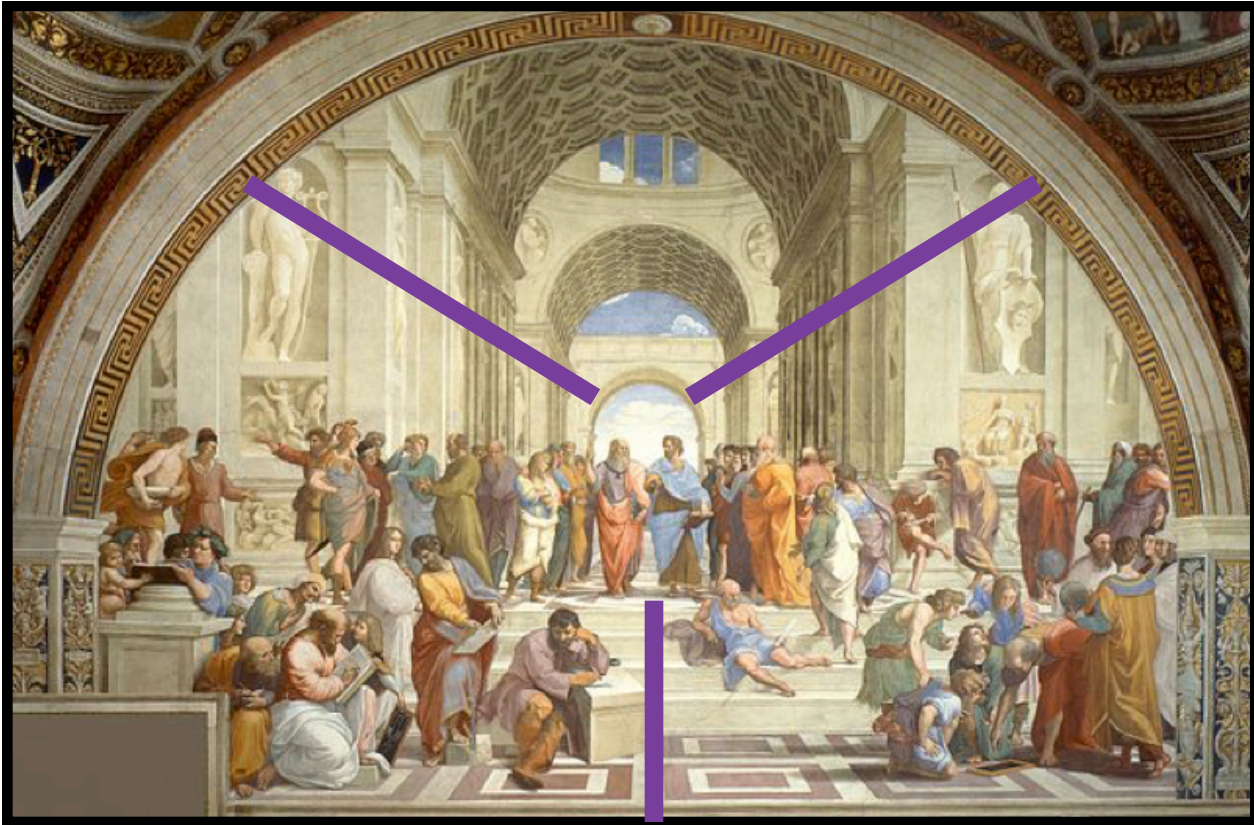
Critical Thinking: Use Machiavelli's main ideas, to explain what is meant by:

“The ends justify the means”

Ends = results

Justify = excuse, or make right

Means = the actions taken



The Schools of Athens by Raphael illustrates the technique of perspective. This technique allows the artist to recede the background to single point, called a vanishing point. In this work, the vanishing point is right above or on the two philosophers (Plato and Aristotle) in the middle of the fresco (a fresh plaster painting usually on a wall). Perspective provides a three-dimensional atmosphere giving the art work a realistic look. Contrast this painting with a medieval one below.



How do this work of art differ from the one above?

Be specific in your response.

Discuss differences as a group.



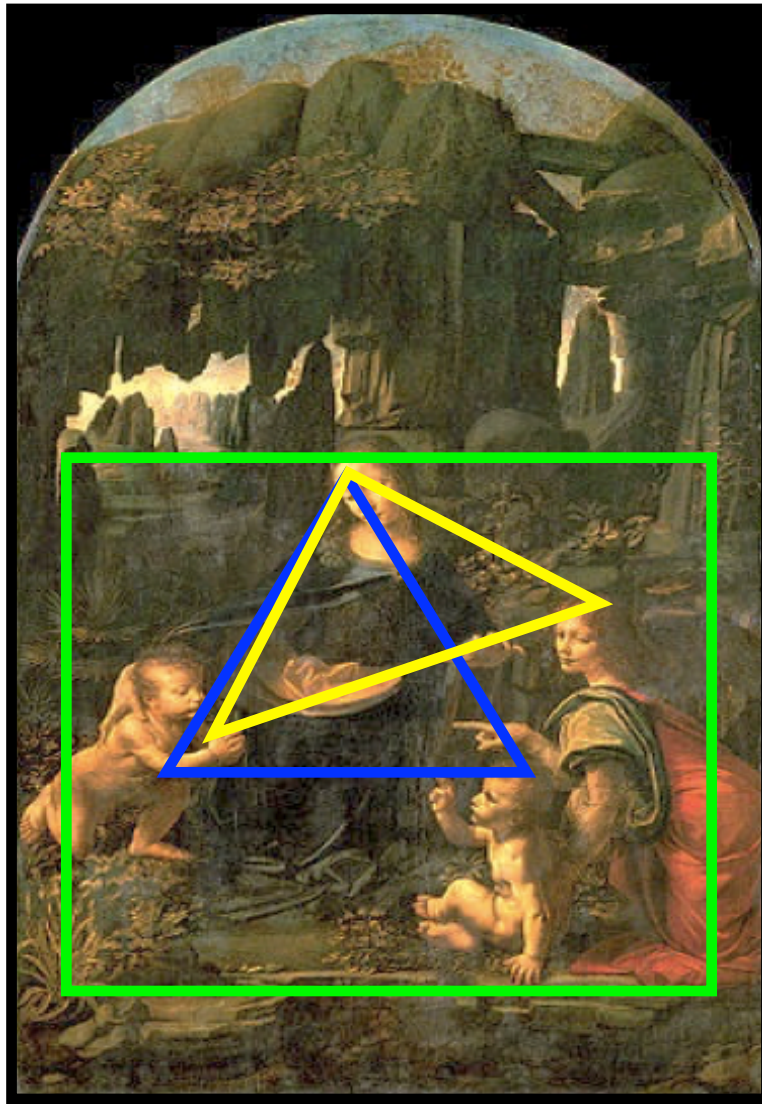
The Pieta by Michelangelo shows the Virgin Mary with the body of Jesus after crucifixion. Religious art was common theme during the Renaissance. The Catholic Church was a big patron of the arts. Michelangelo was extremely famous and remains so today for his many achievements; this work of art is often considered the greatest sculpture in history. Michelangelo, in many of his works as this one, glorified the human form and made his paintings and sculptures as realistically as possible. Contrast this Renaissance sculpture with the medieval one below.



How does this sculpture from the Middle Ages differ from the Pieta?

What emotions are conveyed when you look at the Pieta?

As a group discuss the differences and similarities



Madonna with Child by Leonardo da Vinci made use of geometric shapes to depict the importance of Mary as mother and divine. The use of geometry in art gives Renaissance art a rational (reasoned) and balanced manner. The viewer appreciates how the work (craft) of art is done, rather than response to its emotion. The realism of the painting also allow viewer to relate to the art better. Many paintings have been done on this same theme of Mary with the Christ child, known to art history as Madonna with Child. However, Renaissance art changed the way this painting was done. Below you will find a medieval painting of Madonna with Child. When viewing, note the differences you see in both paintings. Pay attention to every detail, background, foreground, shapes, perspective (or lack therefore of).



How does da Vinci's Madonna with Child differ from this medieval one?

As a group discuss the differences and similarities. Be Specific.



This is a wooden sculpture done by Donatello, entitled Magdalene Penitent. It is known for its marked display of realism. It was created when Donatello was over sixty years old. Contrast this work of art with the medieval sculpture below.

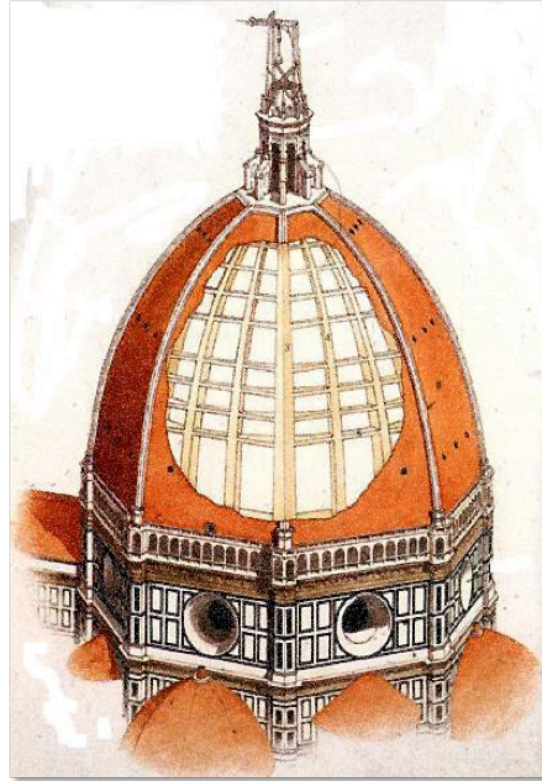
As a group, discuss the difference between the Renaissance sculpture on the right and the medieval one below.

What emotions does the Magdalene Penitent convey?

What do you feel when you look at the wooden sculpture?

What are the advantages of sculptures over paintings?





Brunelleschi built the dome out of bricks, due to its light weight compared to stone and easier to form, and with nothing under it during construction. To illustrate his proposed structural plan, he constructed a wooden and brick model with the help of Donatello and Nanni di Banco and still displayed in the Museo dell'Opera del Duomo. The model served as a guide for the craftsmen, but was intentionally incomplete, so as to ensure Brunelleschi's control over the construction.

Brunelleschi's solutions were ingenious. The spreading problem was solved by a set of four internal horizontal stone and iron chains, serving as barrel hoops, embedded within the inner dome: one each at the top and bottom, with the remaining two evenly spaced between them. A fifth chain, made of wood, was placed between the first and second of the stone chains. Since the dome was octagonal rather than round, a simple chain, squeezing the dome like a barrel hoop, would have put all its pressure on the eight corners of the dome. The chains needed to be rigid octagons, stiff enough to hold their shape, so as not to deform the dome as they held it together.

Each of Brunelleschi's stone chains was built like an octagonal railroad track with parallel rails and cross ties, all made of sandstone beams 17 inches in diameter and no more than 7.5 feet long. The rails were connected end-to-end with lead-glazed iron splices. The cross ties and rails were notched together and then covered with the bricks and mortar of the inner dome. The cross ties of the bottom chain can be seen protruding from the drum at the base of the dome. The others are hidden. Each stone chain was supposed to be reinforced with a standard iron chain made of interlocking links, but a magnetic survey conducted in the 1970s failed to detect any evidence of iron chains, which if they exist are deeply embedded in the thick masonry walls. He was also able to accomplish this by setting vertical "ribs" on the corners of the octagon curving towards the center point. The ribs had slits to take beams the supported platforms, thus allowing the work to progress upward without the need for scaffolding.

Summarize as a group on how the dome supports itself.